Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Chorlton Church of England Primary School

Vision

To nurture and inspire so that all are empowered to realise their full potential and contribute positively to the world around them.
'The smallest of seeds, grow to become trees, in which the birds make nests.' Matthew 13. 31-32

Chorlton Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The school's empowering Christian vision and supporting values drive leaders to make courageous decisions to meet pupils and adults' needs. As a result, individuals flourish within a nurturing culture.
- Individuals' wellbeing needs are met. Skilful deployment of adult support enables pupils to live out the school's values so that they work and play happily together.
- The inspiring vision empowers leaders to design a curriculum that is motivating, broadens pupils' horizons and sparks their curiosity. As a result, they are eager and curious in their learning.
- Leaders of religious education (RE) drive the development of the subject effectively. As a result, the curriculum is broad, balanced and prepares pupils for life in the modern world.
- The vision inspires pupils to take responsibility for others. Adults and pupils are active in identifying the different ways that they can make a positive impact upon the wider world.

Development Points

- Agree a whole school approach to spiritual development. This is to ensure that the curriculum nurtures pupils' spiritual growth.
- Strengthen the recently revised structure of collective worship. This is so that the range of experiences enables pupils and adults to reflect more deeply on the spiritual dimension of life.

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Inspection Findings

Vision and Leadership

Leaders at different levels have developed an inclusive Christian vision based on the parable of the mustard seed as a way of expressing all-round growth. Leaders use the concept of the mustard tree's roots, shoots and branches as a way of responding. They have developed a shared language that drives their decision making so that pupils and adults are able to grow in their learning and personal development. For example, they allocate significant resources to ensure that pupils' needs are met. Impactful strategies, such as this, mean that individuals feel valued, supported and empowered to live and learn within a fostering and caring environment. Committed governors monitor and evaluate the vision's impact and use this information to give effective support to leaders.

Vision and Curriculum

The aspirational vision motivates leaders to create a curriculum that inspires curiosity and exploration. Thus, pupils are drawn in, engaged and want to learn. The rich variety of activities broadens pupils' horizons and gives them opportunities to develop a wide range of skills and interests. For example, within the school's extensive outdoor forest school area, pupils explore the local environment and encounter nature found in the city. This develops their curiosity and knowledge about the world around them. In music, leaders ensure that pupils across the age ranges build their skills and resilience by playing instruments and performing with a specialist teacher. The vision enables leaders to develop experiences for pupils to understand their local context. In history, pupils study how the suffragette movement in Manchester led to changes in society, which advances pupils' understanding of equality and fairness. Thus, pupils know how individuals can make a positive difference. Leaders take some opportunities to explore spirituality within the curriculum as they arise. For example, pupils consider how a huge tree can fit inside a tiny seed. However, there is no shared approach to spiritual development. As a result, the curriculum's potential to foster spirituality is not consistently developed across the school.

Worship and Spirituality

Collective worship is key in exploring how the school's Christian vision and values can be lived out. Pupils and adults appreciate the time to gather together each day and feel at peace. Following training from the diocese, the school uses a new approach that combines times of reflection and spiritual development into worship and everyday life. For example, pupils consider how Jesus' teachings help people to make wise choices. Some of the new experiences show signs of how they can nurture spirituality. However, the revised approach is in its early stages and its impact is not consistent across the week. Some older pupils craft prayers and reflections during worship, which they invite others to respond to. Their contributions are thought-provoking and easily understood. The school's pupil ethos group is involved in the planning of collective worship and its members bring together other pupils' evaluations. This enables leaders to know the impact that worship has, making necessary changes so that it remains relevant and meaningful. A fruitful partnership with the local church nurtures a broader sense of belonging to a wider Christian community. Pupils and adults value regular services in the church led by pupils and clergy that bring the community together. Through celebrating festivals, such as Harvest, individuals share a deeper engagement in Christian traditions.

Vision and School Culture

The vision for people to be nurtured so that they grow to realise their potential creates a warm and inclusive school culture. Leaders make bold decisions that put the needs of those in their care at the heart of daily life. They invest in staffing so that pupils have the support that they require to thrive. Therefore, pupils, including those who have special educational needs and/or disabilities (SEND), are supported sensitively in their wellbeing. Adults use the school's vision and values to teach pupils how to live well together. Parents appreciate how well their children use values like 'community' and 'courage' to build positive relationships. For example, during break times, pupils interact and play with consideration, treating each other respectfully. Adults' wellbeing is equally important. Staff feel valued and recognise the opportunities that they have for professional development, as well as the support they receive as leaders and individuals. As a result, they are enthusiastic and have a strong sense of belonging within a nurturing school community.

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Vision, Justice and Responsibility

Driven by the vision, leaders have created a culture that puts the pupils' understanding of respect and citizenship at the centre of school life. To this end, leaders champion a national programme to reinforce the rights of children. As a result, the school promotes a culture where pupils have a voice that they use to bring about change. Pupils actively engage in a variety of leadership roles, such as school councillors and eco leaders. This builds their sense of responsibility for others. Through the curriculum and collective worship, pupils know about issues of justice. This inspires them to speak out and act where they see injustice and inequality. For instance, concerned about the road safety of residents, pupils campaigned to reduce traffic in the local area. Motivated to increase biodiversity, pupils worked with a parent group to develop nature areas within the school grounds. Through visiting the church and local care homes, pupils develop bonds between generations, developing an understanding of the world and their place within it. Thus, pupils understand how they can make a positive impact on others.

Religious Education

RE has a prominent place in the curriculum and is valued as a subject. Leaders ensure that the curriculum is designed to build pupils' knowledge and understanding of Christianity and a range of other religions and worldviews. Topics are carefully chosen so that pupils explore the diversity of faiths within their local community and beyond. By studying sacred books and considering the importance of religious festivals, pupils develop a broad perspective and appreciation of different beliefs. Topics are carefully structured to develop pupils' use of vocabulary so that they can speak knowledgeably about their learning. For example, pupils use 'omnipotent' and 'omnipresent' to explain the Christian concept of God. The curriculum develops pupils' critical thinking in increasing depth. For example, younger pupils learn what different faiths believe and why. This understanding is built upon effectively with older pupils, who consider how a person's beliefs support them during times of difficulty. As a result, they appreciate and respect the variety of ways that people think about and practise their beliefs. Thus, RE helps to prepare pupils for life in the modern world.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Vicars Road, Manchester, M21 9JA		
Date	28 September 2026	URN	105487
Type of school	Voluntary controlled	No. of pupils	215
Diocese	Manchester		
Headteacher	Phil Trohear		
Chair of Governors	Ken Flood		
Inspector	Michael Wilson		

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